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THE MAIN INNOVATIVE METHODS OF STUDYING DURING THE FORMATION OF PROFESSIONAL COMPETENCE OF A PSYCHOLOGIST

Abstract: The article analyzes the main innovative teaching methods that are actively used in modern pedagogical practice. Their significance and place in the modern pedagogical hierarchy, the total amount of time allocated for their direct application in domestic pedagogical programs of psychologist training and the role of student and teacher in realization of innovative teaching methods were considered.

Key words: professional competence, innovative teaching methods, simulation methods, non-imitation methods, game methods, group methods.

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ОСНОВНІ ІННОВАЦІЙНІ МЕТОДИ НАВЧАННЯ ПІД ЧАС ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ПСИХОЛОГА

Анотація: У статті проаналізовано основні інноваційні методи навчання, що активно використовуються у сучасній педагогічній практиці. Досліджено їх значення та місце у сучасній педагогічній ієрархії, визначено загальну кількість відведеного часу на їх пряме застосування у вітчизняних педагогічних програмах підготовки психолога та роль студента і викладача при реалізації інноваційних методів навчання.

Ключові слова: професійна компетентність, інноваційні методи навчання, імітаційні методи, неімітаційні методи, ігрові методи, групові методи.

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ОСНОВНЫЕ ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ ПРИ ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПСИХОЛОГА

Аннотация: В статье проанализированы основные инновационные методы обучения, которые активно используются в современной педагогической практике. Рассмотрено их значение и место в современной педагогической иерархии, определено

общее количество отведенного времени на их прямое применение в отечественных педагогических программах подготовки психолога и роль студента и преподавателя при реализации инновационных методов обучения.

Ключевые слова: профессиональная компетентность, инновационные методы обучения, имитационные методы, не имитационные методы, игровые методы, групповые методы.

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Розширена анотація для ознайомлення з цією темою:

“ Основні інноваційні методи навчання під час формування професійної компетентності психолога”

Постановка проблеми. Ефективність застосування інноваційних методів навчання у різні роки оцінювалась по-різному. Проте не можна сказати, що тема використання інноваційних технологій розкрита повністю.

Ефективність підготовки у вищій школі фахівців будь-якого профілю, в тому числі й психологів, та якість їхньої освіти істотною мірою визначаються не тільки змістом освіти, а й застосовуваними методами навчання. Сьогодні в педагогічній теорії та освітній практиці методами навчання прийнято вважати, з одного боку, системну сукупність шляхів, прийомів і засобів формування у студентів знань, умінь і навичок, а з іншого боку – процес взаємодії педагога зі студентами, результатом якого і є передача й засвоєння цих знань, умінь і навичок, передбачених змістом навчання.

Аналіз останніх публікацій питання формування професійної компетентності майбутнього психолога під час вивчення професійно-орієнтованих дисциплін інноваційними методами наразі активно досліджується у наукових працях таких сучасних вчених, як: А. Г. Романовського, А. С. Пономарьова, Н. В. Підбуцької, Л.М. Грень. Сутність методів навчання та підходи до їх класифікації досліджували А. Алексюк, Ю. Бабанський, Н.Бібік, В. Бондар, І. Лернер, В. Лозова, М. Махмутов, Л. Момот, Н. Мойсеюк, В.Паламарчук, І. Підласий, В. Онищук, О.Савченко, М. Скаткін та інші відомі

дидакти [1], [2], [3], [4], [5], [6], [7], [8], [9].

Огляд раніше не досліджених питань головної теми. Актуальність використання інноваційних методів наразі є досить високою, незважаючи на те, що їх остаточна роль часто є предметом наукової дискусії. У статі ми намагаємось розглянути основні види інноваційних технологій задля подальшого визначення актуального часу для початку їх використання.

Мета дослідження. Проаналізувати всі наявні інноваційні методи задля їх подальшого використання у процесі підготовки майбутніх психологів.

Виклад основного матеріалу. Методи навчання відіграють надзвичайно важливу роль в організації та здійсненні освітнього процесу, виконуючи такі загальні функції, як освітня, розвивальна та виховна. Вони також виконують мотиваційно-стимулюючу, організаційну, комунікативну та діагностико-коригуючу функції, необхідні для нормального функціонування освітнього процесу.

Метод навчання є сполучною ланкою між визначеною метою і кінцевим результатом. Мету навчання методи реалізують повною мірою, оскільки вони виконують мотиваційну, навчальну, розвивальну, виховну, організаційну функції. Без відповідних методів діяльності неможливо реалізувати мету і завдання навчання, досягти відповідних результатів [13]. Основні наявні методи навчання, більшість з яких активно використовується

під час формування професійної компетентності майбутніх психологів, наявні при реалізації багатьох навчальних програм з фахових дисциплін у вітчизняних закладах вищої освіти. Їх активно застосовують викладачі, що навчають психологів на всіх курсах та рівнях, починаючи з початкових і закінчуючи рівнями бакалавра та магістра.

Висновок. Безумовно, ми не можемо виділити тільки якусь одну окрему групу методів, яка найбільш вдало впливає на розвиток професійної компетентності

Problem setting. The effectiveness of the use of innovative teaching methods was evaluated differently in different years. Today, the role and significance of such methods is much higher than before. However, we can not say that the problem of the use of innovative technologies is fully disclosed. Pedagogical researches and discussions on this issue continue. The effectiveness of the training of specialists in any discipline, including psychologists, in the high school, and the quality of their education is largely determined not only by the content of education but also by the methods of teaching used. Today on the one hand, the methods of teaching, a system of collection of ways, methods, skills and meaning of forming students' knowledge are enough considered in pedagogical theory and educational practice. On the other hand the process of interaction between the teacher and the students, the result of which is presented as the transfer and assimilation of these knowledge, skills and abilities, provided by the content of training. Methods of teaching are one of the most important components of the overall structure of the educational process.

Analysis of recent research and publications. The issue of the professional competence forming for a future psychologist during the studying professionally oriented disciplines following the innovative methods is currently investigated in scientific works of such modern scholars as: A. G. Romanovsky, A. S. Ponomarev, N. V. Podbutska,

майбутнього психолога під час вивчення професійно-орієнтованих дисциплін. Проте, на нашу думку, можна звернути увагу та визначити такі методи, що можуть якісно підвищити розвиток професійних навичок студента-психолога, а також, за певної зміни умов їх застосування, можуть значно підвищити результати процесу підготовки майбутнього фахівця-психолога під час вивчення професійно-орієнтованих дисциплін.

L. M. Gravel The essence of teaching methods and approaches to their classification was studied by A. Aleksyuk, Yu Babansky, N. Bibik, V. Bondar, I. Lerner, V. Lozova, M. Makhmutov, L. Momot, N. Moiseyuk, V. Palamarchuk, I. Podlasii, V. Onyshchuk, O. Savchenko, M. Skatkin and other well-known didactics [1], [2], [3], [4], [5], [6], [7], [8], [9].

Highlighting of previously unresolved parts of the general problem.

The urgency of using innovative methods is quite high, despite the fact that their final role is often the subject of scientific discussion. However, it is sure to say that the issue of determining the time and stages of the formation of professional competence, from which it is expedient to apply them is still not resolved. We are trying on the article to consider the main types of innovative technologies for further determination of the actual time to start using them.

The purpose of the investigation. Analyze all available innovative methods for their further use in the process of preparing future psychologists.

Statement of the main material. Methods of study occupy an extremely important position in the organization and implementation of the educational process, performing such general functions as educational and developmental ones. They also perform motivational-stimulating, organizational, communicative and diagnostic-correcting functions, which are necessary for the normal organizing of the

educational process. Due to their help for students the content of academic disciplines, management of their cognitive activities, intellectual development and the formation of personal qualities occurred.

Therefore, no accidentally S. Bondar emphasizes in the Encyclopedia of Education that from the standpoint of modern pedagogical views, teaching methods are characterized as a multilateral, multidimensional, multi-quality, multifunctional didactic phenomenon. In the development of both the theory of teaching methods and the methods themselves, a significant contribution belongs to such classics of pedagogical science as Y. Komensky, K. Ushinsky, J. Pestalozzi, J. Gerbart, A. Distverg, A. Makarenko, V. Sukhomlinsky and others [10].

Studying methods help to accomplish the educational tasks, particularly during studying professionally oriented disciplines. They enable you to realize, apply in practice, and find the right ways to achieve the desired result of teaching. We consider the formation of the professional competence of the future psychologist as the main goal of the study. For this purpose, it is advisable to explore the basic teaching methods used in the pedagogical practice of teaching students-psychologists, included in the studying of professionally oriented disciplines. For this purpose, we would like to analyze which pedagogical methods are used in the broad sense of education.

It should be instantly noted that today there are different approaches how to interpret the essence of teaching methods especially according to their classification. Thus, K. Ushinsky distinguished two main methods of teaching - synthetic and analytical ones. Furthermore, he saw the great value in such methods as laboratory work, oral and written exercises, work with books, etc [10]. In turn, in the general combination of teaching other scholars distinguish methods in three large groups. 1) The methods of organization and implementation of the educational process

and cognitive activities, which are divided alternatively into verbal, visual and practical. 2) methods of stimulation and motivation of educational and cognitive activity, which includes role and business games, educational discussions, creation and analysis of problem situations, as well as game designing. 3) Methods for controlling, analyzing and evaluating the nature of the studying material and self-monitoring of the effectiveness of educational and cognitive activities. They cover the methods of oral, written and computer testing of knowledge, skills and abilities, as well as self-control of their own educational and cognitive activity of students [11].

There is an approach by which all methods of teaching are divided into non-imitation and imitation. The prime ones can be characterized as being more dependent on the personality of the teacher, while the student acts more as a passive listener. Among the main tools used in the implementation of these methods, ones can distinguish means for activating the student's empirical activity during lectures. Non-simulation teaching methods include a lecture-discussion, a lecture on the consideration of specific situations, a lecture-consultation, a theoretical interview, a method of brainstorming, a method of heuristic questions, an impression method (personal analogy).

Lecture-discussion implies a problematic issue that needs to be discussed. Such a method is relevant at the stage of assimilating the acquired theoretical material for accurately forming the correct conclusions from the studied subject or module on purpose. The nature of the issues that can be presented to the discussion is usually debatable, problematic, and needs to be covered by different points of view.

The lecture on the consideration of the specific situations allows on the final example of pedagogical activity to consider the main aspects of solving a certain problem, which requires the definition of the necessary set of tools, knowledge, skills

gained during the study of theoretical material of a professional direction.

Lecture counseling is intended to propose possible ways to solve certain professional tasks, but this method excludes the early selection of a single model as the only right one. The choice of the most correct and actual ways of solving the current tasks is carried out by the personality of the future specialist who receives the necessary professional competencies.

The method of brainstorming involves the teacher creating the necessary conditions during lecture sessions, in which the student independently sets out presumptively correct ways of solving certain tasks set during the studying process. This method develops an independent thinking and gives the opportunity to choose the necessary tools for further professional activity in the process of theoretical training.

The method of heuristic questions is used in the acquisition of new theoretical material and aims to develop professional skills by finding the right answers and facts through the data that the student has mastered earlier in this specialty and related sciences. Such questions do not involve direct connection with the object of the research, but they are forced through the logical empirical thinking to independently obtain the necessary answers to such questions.

The method of empathy allows you to master the necessary skills and knowledge at the time of comparative analysis of certain phenomena of professional activity with a clear distinction of "positive" and "negative" aspects. This method is relevant and effective in providing certain examples of professional activity during the study and mastering of theoretical knowledge at lecture classes. It conducts a personal analogy and distinguishes the patterns by comparing various examples from previous experience.

Those ones can be called like simulation methods that anticipate carrying out independent cognitive students' activities, during what they can demonstrate and apply

the skills acquired during the studying necessary for the activity of knowledge, skills and abilities. We include in such methods gaming and non-gaming teaching ones. Underneath we mean active learning paths that are used in certain pedagogical situations created by the teacher to test the level of the formation of certain abilities.

Game studying technologies require the formation of a socially active person following the use of non-standard forms of pedagogical interaction. One of these forms is a game as a means of developing the creative potential of a future specialist.

Game studying methods include a resolution of the goal of a particular task, the choice of the necessary training tools, and the definition of ways of cooperation between the teacher and the student. The practical implementation of this method requires already acquired certain knowledge about the subject of activity, and a clear definition of the result of the pedagogical work with the subject and object of study during the doing of a certain task. Game studying methods are very effective and aimed at stimulating independent analytical thinking in different behavior patterns, the most common in practice. They provide a high degree of motivation on the side of the student and his ability to absorb new skills at a high pace. Gaming techniques can provide quality results in a short time slot.

Among the main functions of the game activities, motivational, communicative, developmental, corrective and diagnostic ones should be distinguished. There are the following types of gaming activities: game exercises, discussions, situations, business games, role-playing games, educational games. Each method is not homogeneous and monolithic, but carries a separate content and formative aspect in pedagogical activity.

Gaming exercises can be held as in classes, as they can be the elements of homework. The implementation of such exercises in pedagogical activities involves the development of general mental processes,

performs certain control functions during the assessment, and promotes the active practical application of communication skills. Game exercises include crossword puzzles, rebuses, and quizzes.

Gaming discussions are used to discuss certain controversial or heterogeneous issues by finding a common consensus through an exchange of thoughts, ideas, hypotheses, etc. They promote the development of independent thinking, logical judgment and the ability to choose the best option for solving a particular problem or task on their own. This method improves the skills of independent students' cognition.

The game situation is based on a certain problem, which has several ways of solution. It has a lot in common with the previous method, but this one is more aimed at creating tensions between the theoretical and practical aspects of the material being studied. This method intends to stimulate students to work within the framework of a specific situation created on the base of the knowledge and skills required at the time of implementation of the method. In addition to developing side, this method serves as a certain time-break to remove fatigue and brain tension during studying sessions.

The role-playing game stimulates students to incarnate and re-evaluate their own views, behavior patterns in a particular gaming situation. It promotes understanding of professional tasks from different sides and points of view, develops multidisciplinary thinking and attitudes towards the phenomena of the world around us generally and particularly during professional activities. Such method is used to accelerate the learning of a new educational material, the development of student intelligence, general human qualities and professional competencies. They also note that this kind of activity leads to a more lively relationship between the teacher and the student, in the case when the teacher becomes also the subject of the activity. This contributes to improving the psychological climate of the

classes and raising the level of understanding between the lecturer and the students.

Among the main stages of the role-play, it is necessary to distinguish the preparatory, the actual conduct of the game itself, self-analysis and analysis, evaluation, and summing up.

Business educational game: This studying method involves the compilation and modeling of complex professional tasks, the solution of which requires the provision of decisions and managerial ideas to improve the efficiency of production management or a specific institution. This type of game practice is a connecting link between the educational activity and the professional use of the necessary knowledge, skills and abilities. The business game stimulates independent professional thinking, the ability to manage decisions in difficult situations and conditions, and helps to learn to work on own and to work in a team. Business educational game methods are divided according to the goals and objectives, content of the given situation its nature, the degree of formalization and the content and composition of the playing background.

During the implementation of business training games, modern scholars propose to adhere to the following principles of conduct: the principle of problem, the principle of imitation (creation) of conditions, the principle of diversity, the principle of co-operation between the participants in the business game, the principle of dialogue (between participants).

Separately one we should mention the method of computer business game that is actively gaining popularity. The introduction of such method directly overlaps with the relevance of building of simulation model of professional activity, characterized by a heterogeneous and multifaceted management system. This model is a combination of classical pedagogical tools and modern information technology that includes the using of machine labor and machine programming. Due to the models and tools used during the implementation of this

method, pedagogical programming and forecasting, definition and preparation of future ways of solving certain pedagogical tasks influence directly on the increase of the level of preparation of future professionals in higher educational institutions.

Non-gaming imitation methods include situation (widescreen), micro situation, situation-illustration, situation-problem (situational task), and situation-incident.

Into non-game simulation teaching methods that actively used in the process of training future specialists in psychology, we can include widescreen, problem, illustrative situations, micro situations, case study.

A case-study analysis of the implementation the learning process is currently one of the most common methods used in modern pedagogical practice. It is the most relevant in the process of consolidating the material learned beforehand, in-depth analysis of the acquired knowledge, establishing a connection between the theory mastered by the student and the practice in which he has to demonstrate the necessary competencies. As well, the method of analyzing a particular situation, or the case-study method, is aimed at developing the ability to make the right decisions in conflict, stress, or unpredictable situations, and is not only in the comfort conditions necessary for the best disclosure of the student individual's potential. This method allows increasing the productive activity of the personality, who will enable in the future to be a competitive, highly skilled specialist in his field.

The wide scale situation is the most often used in the training of professional disciplines, most of which are aimed at the practical application of the acquired knowledge, skills in future professional activities. Such disciplines in our opinion can be considered as «self-realization and self-education», "general psychology", "psychology of work". Such situation does not limit its participants in the choice of tools, ways and means to achieve the result, promoting the development of non-standard, creative thinking

The next method is the method of micro situation, which is the complete opposite of the previous one and approaches to its application defined by clear practical conditions and means of professional activity. In spite of the fact that it restricts the potentialities of the subject of activity in a way, the use of such method develops the ability to accurately dispose of the necessary resources, knowledge in deeds during the professional activities in their certain field.

The situation-illustration seeks to develop the ability to describe and characterize clearly the new unknown material for the correct resolution of the problem of research, the formation of urgent tasks addressed to be solved in the practice.

The next method situation noted by us as one of the most relevant methods for shaping the professional competence of a future psychologist is the situation-incident. This method is primarily directed towards the development of independent thinking, which must be manifested in atypical situations that require not only the availability of the necessary knowledge, skills and competences acquired in higher education institutions. The situation differs from the previous ones due to its conditions, which are in contrast to the situation-problems, not charitable for the individual in a sense of who is its subject. Thus, in this way, we can form the professional competence of a psychologist through the presence of a stress factor, which allows us to develop existing competencies and apply them in practice.

Conclusions. The teaching method is the connecting link between the defined goal and the result. The goal of studying is fully implemented through the studying methods, as they perform motivational, educational, developmental, educational, organizational functions. Without corresponding methods of activity, it is impossible to realize the purpose and tasks of training, to achieve the corresponding results [13]. The main available studying methods, most of which are actively used during the formation of the

professional competence of future psychologists, available in the implementation of many curricula for specialized disciplines in native institutions of higher education. They are actively used in teaching of psychologists in all courses and levels, starting with primary and finishing with bachelors and master's degrees. Of course, we can not distinguish only one particular group of methods that influences more successfully within the development of professional competence of a

future psychologist during studying professionally oriented disciplines. However, in our opinion, it is possible to draw attention and identify such methods that can improve qualitatively the development of professional skills of a student psychologist, and with a certain change in the conditions of their application, can significantly improve the results of the training process for a future psychologist through the study of professional- oriented disciplines.

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